**Where the Wild Things Are**

**by Maurice Sendak**

Description

The story of a mischievous boy named Max who gets sent to his room for the havoc he causes. Max imagines the transformation of his bedroom and proceeds to travel to where the Wild Things are. Max becomes king of the Wild Things and spends time with these active beasts until he decides to return home, where his dinner is waiting—and is still warm.

Activities

* Students can role-play the characters of the book
* Discussion involving actions/consequences
* Discussion concerning what activities the students do when they “feel wild”
* Students write a sentence about what they do when they “feel wild”
* Identify the real and imaginary parts of the story
* Cut and paste a ‘Max’

Relevant Standards

* [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.
* [CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding.
* [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Eating the Alphabet**

**Fruits & Vegetables from A to Z**

**by Lois Ehlert**

Description

This is a delicious introduction to the alphabet—including fruits and vegetables. The illustrations are particularly colorful and appealing (pun intended). Some of the foods are familiar and some are more exotic. The text within the book provides an introduction to capital and lower-case letters.

Activities

* Before reading the book, bring several of the foods to class. Blindfold the students have them smell and feel some of the fruits and vegetables that appear in the book. Have students explain their experience and draw a picture of the fruit or vegetable they believe they experienced.
* While reading the book, discuss with the students which foods they have eaten/want to eat. What foods do the students recognize?
* Ask the students to provide other examples of fruits/vegetables that begin with particular letter
* Have an alphabet party where the students sample the fruits/vegetables
* Students can draw or paint a picture of their favorite fruit or vegetable and explain why it is his/her favorite
* Explain and discuss the various regions the foods grow in—why certain fruits/vegetables grow in some area but not in others
* What kinds of fruits/vegetables grow in Tennessee? Why or why not?
* Identify the number of fruits and the number of vegetables represented in the book. Are there more fruits, or more vegetables?

Relevant Standards

* [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
* [CCSS.ELA-Literacy.W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding.
* [CCSS.ELA-Literacy.RF.K.1d](http://www.corestandards.org/ELA-Literacy/RF/K/1/d/) Recognize and name all upper- and lowercase letters of the alphabet.
* [CCSS.Math.Content.K.CC.C.6](http://www.corestandards.org/Math/Content/K/CC/C/6) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

**King Bidgood’s in the Bathtub**

**by Audrey Wood**

Description

This is the story of King Bidgood who shirks his duties by refusing to leave the bathtub. The knight, the queen, the duke, and eventually the entire court attempt to persuade the king from his bubble bath, but the king insists that his duties must be performed while he remains in the tub. The illustrations are lively and the story explores what it means to be responsible—in a silly way that young readers will likely want to read more than once.

Activities

* Before reading the book, help the students create a T-chart listing the things that can be done in the bath (washing hair, playing with small toys, etc); and the things that cannot be done in the bathtub (watching TV, cooking dinner, etc.)
* Have students make predictions about the story sequence (the repetition of the story makes this easy, even for young readers)
* Identify characters, plot, and setting
* Make masks to portray various characters
* Retell the story using masks to role play (reader’s theater)

Relevant Standards

* [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details.
* [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.
* [CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding.
* [CCSS.ELA-Literacy.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail.
* [CCSS.ELA-Literacy.SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/6/) Speak audibly and express thoughts, feelings, and ideas clearly.